

IEP / 504 meeting prep

You are an equal member of the team. This page is everything to bring, ask, and remember before, during, and after the meeting.

Before the meeting

- ☐ **Gather work samples** that show the struggle: writing samples, spelling tests, reading logs, homework that took an hour too long.
- ☐ **Request the draft plan and any evaluation reports in advance** so you can read them calmly at home, not across the table.
- ☐ **Write your top three priorities** for your child this year; you'll steer better with them on paper.

During the meeting: the questions that matter

- ☐ **Are the goals specific and measurable?** "Will decode CVC and CVCe words with 90% accuracy" beats "will improve reading." Ask for a baseline and how progress will be measured.
- ☐ **What program will be used?** Ask for it by name, and whether it follows structured-literacy principles.
- ☐ **How often, and for how long?** Minutes per week and session length: intensity drives results.
- ☐ **In what group size?** Individual and very small groups are not the same as "small group of eight."
- ☐ **Delivered by whom, with what training?** A named role and their preparation in the program, not "support staff."
- ☐ **Say the word "dyslexia."** Federal guidance (the 2015 "Dear Colleague" letter) confirms schools can and should use it.
- ☐ **Which accommodations, in which classes?** Audiobooks/text-to-speech, speech-to-text, extended time, reduced copying, no forced read-alouds. Named, not implied.

Before you sign

- ☐ **Nothing is final in the meeting.** You may take the draft home before signing.
- ☐ **Check that every service has a number attached:** minutes, frequency, group size, start date. Vague services are unenforceable services.

After the meeting

- ☐ **Send a short follow-up email:** "Thank you for meeting today; my understanding of what we agreed is..." Paper trails are advocacy.
- ☐ **Keep one binder:** evaluations, IEPs/504s, progress reports, correspondence.
- ☐ **Track services actually delivered** against what the plan promises, week by week.

If you disagree

You have formal options, in escalating order: an Independent Educational Evaluation (IEE) at public expense, mediation, a state complaint, or a due process hearing. Details and timelines: dyslexia-institute.com/advocacy.html